

## TEACHING GRAMMAR USING INDUCTIVE METHOD

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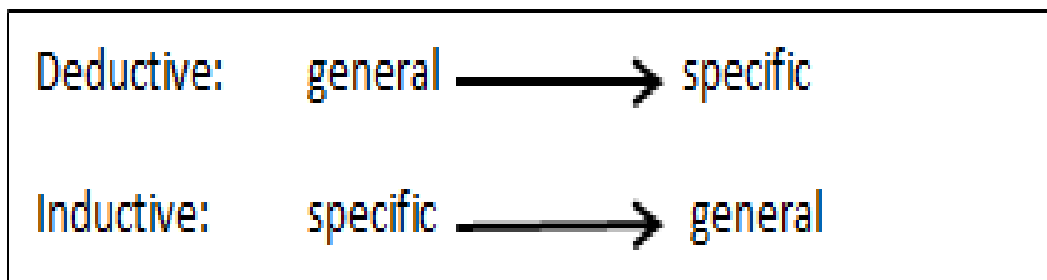
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The importance of teaching grammar in English language is an ongoing debate. Where on one hand theorists and practitioners have felt that its significance in language learning cannot be mitigated, on the other hand it is seen as nothing but a set of arbitrary rules and merely an exercise in naming parts of a sentence; something that can easily be done away with. An analysis of this ongoing debate has nevertheless brought to the fore the necessity of grammar teaching and its significance in language learning and enhancement.

Grammar is the base of English language. English especially as a second or a foreign language is not acquired naturally; instruction and structured learning are important. Through grammar, an ESL learner learns how to operate at the sentence level and studies the governance of the syntax or word orders that are the rule of the game in the language. While, it is argued that some learners ‘notice’ grammar rules and logic naturally, yet it cannot be denied that if one hopes to acquire and use English language accurately and fluently, grammar learning is necessary.

There are two main ways that we tend to teach grammar: deductively and inductively. Both deductive and inductive teaching have their pros and cons and which approach we use when can depend on a number of factors, such as the nature of the language being taught and the preferences of the teacher and learners. It is, however, perhaps generally accepted that a combination of both approaches is best suited for the EFL classroom.

Features of deductive and inductive methods:



Deductive reasoning is essentially a top-down approach which moves from the more general to the more specific. In other words, we start with a general notion or theory, which we then narrow down to specific hypotheses, which are then tested.

Inductive reasoning is more of a bottom-up approach, moving from the more specific to the more general, in which we make specific observations, detect patterns, formulate hypotheses and draw conclusions.

Inductive learning is an option for language with salient features and consistency and simplicity of use and form. The basic forms of comparative adjectives, as shown above, is an example of this. Conversely, teaching the finer points of the use of articles (a/an, the) inductively, for example, would most probably be problematic. The metalinguistic tools that the learners will need to accomplish the task is also a factor.

These two approaches have been applied to grammar teaching and learning. A deductive approach involves the learners being given a general rule, which is then applied to specific language examples and honed through practice exercises. An inductive approach involves the learners detecting, or noticing, patterns and working out a 'rule' for themselves before they practice the language.

In inductive method, the learners are more engaged in the teaching – learning process. With our facilitating skills, the learners formulate the generalization or rule. Learning becomes more interesting at the outset because we begin with the experience of our students. We begin with what they know. It helps the development of our learners' higher-order thinking skills(HOTS). To see patterns and analyze the same in order to arrive at generalization requires analytical thinking.

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